

THE COLUMBIAN UNIVERSITY

ANNUAL REPORT

OF THE

PRESIDENT

FOR THE

ACADEMIC YEAR 1901-1902

AND AN

ORDINANCE ADOPTED BY THE BOARD
OF TRUSTEES



WASHINGTON, D. C.

JUDD & DETWEILER, PRINTERS

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PRESIDENT'S ANNUAL REPORT.

To the Board of Trustees, The Columbian University.

GENTLEMEN: I have the honor to submit my report for the academic year 1901-'02.

1. **The Board of Trustees.**—Three trustees of the University have passed away during the last year.

Mr. William H. McKnew, a resident of Washington, died April 6, 1902. He was a man of peculiarly fine temperament and character; a business man engaged in commercial pursuits, and in all of his activities maintaining a high sense of honor, an unwavering integrity, and leaving behind him an untarnished reputation. His service upon the Board was always marked by a sincere devotion to the best interests of the University and a willingness at all times to serve in every position assigned him by his associates. His death is a loss we deeply feel, but his memory will always be a delightful possession.

General Thomas J. Morgan, of New York, died July 13, 1902. He lived a notable career. In the volunteer army of the United States he displayed that readiness for new service, that courage, fidelity, and loyalty peculiar to the best and truest American, and received that recognition which is the highest, perhaps we may say the only, reward of the soldier. For some years he served the United States in a public office where he displayed and maintained that same courage and fidelity in following his convictions as to the policy he believed best adapted to the highest development of a race that is fast passing away and which is dependent upon the Federal Government for care, education, and protection. Dr. Morgan at different periods of his life served many public and benevolent institutions with conspicuous ability. In all of these positions he showed a splendid equipment of mind and heart, a remarkable executive ability, and an unflinching loyalty to the cause he served. His interest in this University was deep and sincere. A few days before his death he dictated a letter to his wife, addressed to me, which I received on the

day he died, declaring his deep interest in the growth and development of the University, and expressing the hope that upon his recovery (which he then had reason to expect) he would be able to aid in the advancement and the upbuilding of the University. I am sure that our institution has been honored by having General Morgan one of its distinguished trustees.

Major John W. Powell, of Washington, died September 23, 1902. Major Powell was also a brave and gallant soldier, and won for himself distinction in the military service of the United States. He will, however, be known longest and best by his services to the cause of science. He had been identified with the scientific work of the Government since 1865, and he occupied a place in the foremost rank of the geologists and anthropologists of the world. He was president of the Anthropological Society of Washington and of the American Association for the Advancement of Science; he was an author and lecturer of reputation upon scientific subjects, and his connection with the University added to the dignity and reputation of the institution wherever the fact of his relation with us was known. He was deeply interested in our work and in the welfare of the institution. In the last interview I had with him, which was before my election to this position, he was very earnest in expressing his desire that the University should take a high position at the national capital. He felt that this ought to be a great University, doing special work in the natural and political sciences, and exercising an influence upon the development of the country through its graduates. He commented especially upon the fact that our graduates go into nearly every State in the Union, and that a larger, and therefore a stronger, faculty would exercise a potential influence in molding public opinion upon the great questions of politics and administration. In the death of Major Powell the Board has lost a true friend, a member especially competent to advise upon certain great lines of university work, and one whose worth in the scientific field of knowledge can not be too highly esteemed.

There are now three vacancies in the Board of Trustees. At this time we should make every effort to secure the ablest men to fill these places; men whose counsel in the administration of the University and whose influence in advancing all new plans and work will be of the greatest value. I venture to

express the hope that these vacancies may be filled very soon and the strength and influence of the Board thereby augmented.

Permit me to congratulate you upon the present organization of the Board. It has been the subject of comment that the offices of the Board are filled by men eminently fitted for the places to which they have been chosen; whose counsel and guidance all will be glad to follow, and whose personal influence will contribute to the substantial growth and reputation of the University.

2. **Finances.**—The financial condition of the University is fully set forth in the Treasurer's report, which has been printed for distribution. We have two classes of property—(a) that devoted to educational purposes, and (b) that which is not devoted to educational purposes, but which is held as an investment.

(a.) The first class consists of the property at the corner of H and Fifteenth Streets, upon which is located University Hall and Law Lecture Hall, and the Medical School and Hospital property on H Street between Thirteenth and Fourteenth Streets.

The first property, having upon it University Hall and Law Lecture Hall, contains 20,175 square feet of ground, and it is fairly valued at \$500,000.

The Medical School and Hospital property has a frontage of $194\frac{1}{2}$ feet on H Street, and contains 24,536 square feet. With the new buildings completed, this property is valued at \$300,000. All of these properties are covered with a blanket incumbrance, which, when the buildings are entirely paid for under the present contracts, will amount to \$360,000, drawing interest at 4.4 per cent. Deducting the incumbrance, the equity in the properties held for educational purposes is \$440,000. As it may be desirable in the future to sell one of these properties without disposing of the other, I recommend that an agreement be made with the Fidelity Trust Company of Philadelphia dividing this loan between the two properties.

(b.) The property not held for educational purposes is of two classes, viz., improved and productive, and unimproved and non-productive.

In the first class, the Cutler house, 222 Third Street, is valued at \$25,000, and should produce a gross income of \$900 a year. The house 903 M Street is valued at \$7,910.57, the amount for

which it was bought in at the trustees' sale. It produces a gross income of \$600 per year. The Powell house, 1707 I Street, is valued at \$40,000, and produces a gross income of \$1,800 a year.

These properties are unincumbered. The income from the Powell house is devoted to a special purpose, viz., "the free education of such young men as may desire to take advantage of the said endowment by way of their preparation for entrance into the Naval Academy, at Annapolis, Maryland, or such as may fit them to become mates or masters in the merchant marine service of the United States, and of such apprentices as, having filled their time in the great steam manufactory establishments of the country, may apply for appointment from civil life in the steam-engineering department of the United States Navy."

The most valuable piece of productive property is the office building on Fifth Street, known as "The Columbian Building," valued at \$200,000. The gross income per annum from this building is \$16,553.29. The expenses connected with its care and rental amount to \$7,753.70, leaving a net rental of \$8,799.59. This property represents the Corcoran Endowment Fund. It is unincumbered of record, but upon the books of the University there is carried against it a charge for money borrowed to complete the building, and which the University has failed in part to realize from assets belonging to that fund. Before this building was erected and before the fund was impaired the Corcoran Endowment Fund amounted to \$178,169.13. I recommend that we discontinue the charge upon the books against this property and leave it in all respects free and clear, representing Mr. W. W. Corcoran's splendid gift to the University.

The unproductive property of the University consists of vacant lots, all of which have a total valuation of \$46,354.65, or about twenty-five cents per square foot. This property is near the heart of the city, in line of prospective improvements, and must rapidly increase in value when these improvements are made.

We have bonds, loans, and cash assets amounting to \$25,275, making a total, including all classes of property, real and personal, of \$1,144,540.22. There is also property in furniture, libraries, laboratory equipment, fixtures, etc., which has not

been scheduled or appraised, but which represents a considerable holding. This should be carefully inventoried and valued.

In addition to the real-estate indebtedness referred to, we are indebted to the National Metropolitan Bank in the sum of \$4,252.50, which is carried to pay for perpetual insurance upon our buildings. It need not be regarded as an indebtedness requiring full payment. If we should discontinue the insurance, ninety per cent. of the money deposited with the insurance companies would be returned, so that the actual liability would only be ten per cent. of the above amount. There is a floating debt amounting September 1, 1902, to \$10,767.76.

Our income from all sources (estimating the income from tuition the same as last year, which I think is conservative) will amount to \$83,000 the present year. The expenditures upon the present basis for all purposes will during this year amount, approximately, to \$93,000. This will leave a deficit of \$15,000, which, added to the present deficit, will make a total of \$25,767.76. This must be provided for during the year.

In addition to the Corcoran Fund there are certain special funds held by the University, represented in the assets above mentioned, as follows:

The Mary Lowell Stone Scholarship Fund.	\$2,000
A memorial fund, the income of which is to be paid to needy women students in the Corcoran Scientific School.	
The Elton Prize Fund....	5,000
Founded by the Rev. Romeo Elton, from which is provided two medals annually.	
The Kendall Scholarship Fund.....	4,875
Founded by the Hon. Amos Kendall, the income from which is to be used to provide scholarships in the College.	
The Willie E. Fitch Prize Fund.	1,200
Founded by James E. Fitch, Esq., the income of which is used for a prize in the department of Chemistry.	
The Cutter Prize Fund	1,000
The income of which is given annually as a prize for excellence in the study of English.	

The Walsh Prize Fund	\$300
From the income of which a gold medal is to be provided for the best essay in Irish history.	
The Carter Scholarships.....	5,000
Founded by Mrs. Mary M. Carter, the income of which is to be used as scholarships for deserving students in preparing for the civil engineering profession.	
The Davis Prize Fund.....	1,000
Founded by the Hon. Isaac Davis, from the income of which two gold prizes are annually awarded for excellence in composition and elocution.	
The Farnham Fund.....	1,000
The Carter Fund.	1,000

The Farnham and Carter Funds are represented by Chesapeake and Ohio Canal bonds. These bonds are valueless, and I recommend that the funds be made good out of other securities now held and not otherwise appropriated.

We can not overestimate the importance to the reputation and credit of the University of having each endowment or gift carefully invested and accounted for. President Eliot, of Harvard, in a report to the board of that institution, said: "A reputation for scrupulous fidelity to all trusts is the most precious possession of the corporation. That safe, the college might lose everything else and yet survive; that lost beyond repair, and the days of the college would be numbered."

If Columbian University is to become the recipient of large contributions, it must establish upon a firm foundation a reputation of keeping every trust fund carefully invested and sacredly appropriated to the uses to which it is devoted by the donor. I recommend that the trust funds be invested only in such investments as are recognized by judicial authority as proper and such as will relieve a trustee from all personal liability.

3. **The Educational Work.**—The work of the University is now divided into seven departments—the Columbian College, the Corcoran Scientific School, the School of Graduate Studies, the Medical School, the Dental School, the Law School, and the

School of Comparative Jurisprudence and Diplomacy,—and in all we have about fourteen hundred students.

The Columbian College.—The work of the College is carried on by a faculty composed of excellent men, without a dean and without very close association of the men engaged in the work. If time or space permitted, I should be glad to make special mention of some of the splendid work of many of the College professors. There is excellent work done in our College, but there is lack of unity, and that means always a want of college atmosphere and spirit. The work needs enlarging on the side of the natural sciences, in order to compare favorably with other institutions. The College must have a library, laboratories, and dormitories, and such an organization as will bring the professors together in close touch and thereby create in the faculty and student body a college spirit. The want of this coöperation and spirit is a matter of common observation.

To obtain the buildings we must have a new site for the University. Upon this question I may be permitted to say that I think the new site should be in the city. Our work must be largely graduate and professional work, and such work must be done within easy reach of the public and departmental libraries, museums, and collections contained in public buildings. We must be at the heart of things. Our buildings should be grouped together, adjoining some large, open park, where light, air, and recreation may be had in abundance. Such a site can now be obtained at a very reasonable price; ground enough for large growth and a splendid future. I recommend that this subject be referred to the Executive Committee with power to select a site and to purchase one as soon as funds are available for the purpose.

The Corcoran Scientific School.—This school is doing practically the work of a college; it is undergraduate work for those who can come to the class-room only at special hours and who give only a part of their time to the work. At present it is a night school. There is in the requirements for admission a variance between that school and the College and some difference in the work, although the degrees granted are the same and they are granted by the University. All students who enter the University for a degree should be admitted upon a

uniform standard; otherwise we are justly subject to criticism. Night schools, however worthy the object may be, do not appeal to men who have large means to give for the endowment of educational work. This feeling is met in every interview I have had with men upon the subject of endowment. I do not think that work should be discontinued, nor should the class from which this student body is drawn be neglected. They are among the very best students. They are men and women of mature minds, of serious purpose, and many of them will reflect great credit upon the institution.

I recommend that all the educational work conducted by members of the faculty in this department be changed from the evening hours to the hours between 4 and 6.30 p. m.; that the libraries, laboratories, and drafting rooms be kept open until 10 o'clock p. m., and that competent instructors or tutors be provided to direct students in the use of these facilities. Today the students of the Corcoran Scientific School can not feel themselves really a part of the body of College students. If the hours were changed as suggested and the classes consolidated, the students devoting part of their time would associate with the students giving their whole time to the work in the afternoon hours. The difference in the two classes of students would be only this, that the class giving the whole day to the work would be able to complete the course for the bachelor's degree in a shorter period of time than the other. The requirements for admission should be uniform and the courses of instruction alike, the difference being that those who can give only half the time to the work must take double the years to earn a degree. This they can afford to do if permitted to pursue their studies while maintaining themselves in a departmental position. I would not discourage this body of students. I would encourage them by placing them in the same rank with those who are giving their whole time to the work and aid them in every way possible by instructors during evening hours; but let us raise the standard of the University by making all the work done by members of the faculty strictly day work—that is, between the hours of 9 a. m. and 6.30 p. m.

The School of Graduate Studies.—This school was organized in 1892, and has done excellent work, as is shown by the very able report of Dean Munroe. This is also in part a night school,

and what has been said with reference to the Corcoran Scientific School applies with equal force to the School of Graduate Studies; I therefore recommend that this work be exclusively day work—that is, work done between the hours of 9 a. m. and 6.30 p. m. The greatest increase in the work of universities in the future will be in graduate studies. The cultural work will increase, but there will be the greatest growth and development along what may be called specialized work—that is, work done by men in fitting themselves for special occupations. No man today can enter any profession, trade, or calling without special preparation. After he has obtained for himself that broad culture which is furnished by the preparatory school and the college, he must specialize for a period of three or four years. The demands of the professions, of trade and industry, of literature and art, require that a man shall have a technical knowledge of the history and evolution of the science or profession which he proposes to follow or be rejected as a man without the necessary training for the higher positions. This is graduate work and must be done by the University, and it is along this line that there will be the greatest demand for University training in the future.

It is recognized that there are special lines of educational work that can be carried on with special advantage in the city of Washington because of the facilities afforded by the Government to every student in every institution. The Carnegie Institution has been established and founded with the view to original research work, much of which will be carried on in Washington. If as a University we can take up the lines of work that can be most successfully carried on in Washington, and can equip the University with the proper professors and facilities to do this work, there is no reason why the University should not have a large and splendid growth. There must be in charge of each subject taught a trained master, devoting his whole time to the work, with proper facilities for carrying it on, and the work must be done in such a way and at such time as to command the highest respect in the educational world.

Passing these schools for the moment, I will refer very briefly to the professional schools and then discuss a new plan for the organization of the University work.

The Medical and Dental Schools.—The number of students in these two schools is increasing. The new building is not quite completed, but part of it is now occupied by classes, and it is expected that the whole building will be completed by the first of November. The addition to the Hospital is progressing favorably and will be ready for occupancy by the middle of November, or not later than the first of December. We are congratulated on every hand upon the appearance and fitness of these buildings for the purposes intended. I believe that the growth and development of our Medical and Dental Schools are assured, both as to numbers and the quality of the work done. We have good men in the faculties of these schools, and they are enthusiastic in their devotion to the work. With the facilities now offered in the new buildings, I believe that there is a splendid future for the Medical and Dental Schools.

The Law School.—This school opens with a satisfactory registration. The applications which have been approved for new students amount, in all classes, to 165. As these students enter at the new rate of tuition, it gives promise that our income from this school will be in advance of what it was last year. With the students in the second and third years we shall have over 400 students.

The School of Comparative Jurisprudence and Diplomacy.—This is a graduate school in jurisprudence and diplomacy. The registration at this date indicates that there will be more students than last year, and the growth of this new school is assured. It meets a decided need, and this city is, above all others, the place for this work.

I am pleased to report the appointment of the Hon. Hannis Taylor, LL. D., to the chair of Constitutional History and Common Law of England and of International Private Law, for which he is splendidly fitted and equipped. His connection will add to the reputation and efficiency of the school. We now have a complete course in English and American constitutional law.

4. New Plan.—I desire to present to the Board at this time a new plan for the work and organization of the educational forces represented now in the three departments known as

Columbian College, Corcoran Scientific School, and School of Graduate Studies. This plan, formulated as an ordinance to be adopted by this Board, has been thoroughly discussed by the faculty at three meetings held for the purpose, and the faculty unanimously recommend the adoption of the ordinance by the Board. The features of this plan to which I wish to call attention are the following:

The organization proposed will supplant the three departments last named and reorganize the work on the basis of subjects. In the place of schools with deans and faculties we shall have subjects, each with a head professor and assistant professors. The professors and assistant professors will be organized into two bodies—one, the President's Council, consisting of the President and the head professors of university subjects and the deans of the professional schools, and the other, the University Council, consisting of the President, head professors, assistant professors, deans and designated professors of the professional schools. The first will be the executive and the second the advisory body of the educational work of the University. This organization will bring all the professors together upon an equality, prevent the friction growing out of a division of interests represented now in several faculties and by divided leadership under different deans. It will unify the whole teaching force under one common leadership, and by this association increase the efficiency of the University as a whole and create a university spirit.

The head professor is required to divide each subject into three sections: (1) A two-year general culture course; (2) a three-year specialized course, and (3) a course for original research.

The advantages of this division are that it will make the work of the student progressive from the time he enters the institution to the end of the original research section. He will not have to go over any of the ground twice, but will in the full course outlined cover the whole field of study and inquiry in a given subject. It will also give the student during his entire student life at the University the benefit of the best mind upon the subject, and this will strengthen the under-graduate work. It will give to those in the culture courses the advantage of all the science work. All students will be entered and listed in the catalogue as candidates for degrees, including under each degree the names of all candidates therefor in the University.

The next important change is in the requirement for admission. It is proposed to admit the graduates of all approved high schools in the United States upon their certificates of graduation. Last year, according to the report of the Commissioner of Education, out of a total of 719,241 students in the secondary schools of the United States there were in the high schools of the United States 519,251 students. If we say to the graduates of the public high schools, "We take you upon your certificate of graduation and begin our work for you where the high school leaves you," we form a tie with these students which gives us the right to open communication with them, to send them our literature, and thereby attract them to us. If this be true, we are making for the University a constituency that is as wide as the United States and as real as that which exists between universities and private preparatory schools. In many of the States the high-school system has reached a high development. In the near future all the States of the Union will have excellent high-school systems. The public schools are dear to the hearts of the people, and this recognition of their work can not but be regarded with favor. This feature is not entirely new except in the respect that it is national. The universities of Michigan, California, and Minnesota take students from the high schools of their respective States upon the same conditions. I may say, also, that this method of admission prevails now in this University with reference to the graduates of the high schools of the District of Columbia. We are simply extending that idea to a broader field and endeavoring to make our University national in this respect. Students will be attracted to the national capital by reason of the facilities here. Being admitted upon certificate of graduation, they will find it easy to enter and begin work. The work of the high schools in fitting men for college and university life is of a high order, and it is conceded that much work is done that in an earlier period was only done in the college course. The high schools give a systematic training which is disciplinary as well as cultural, and which I believe carries the student one year into the old college course—that is to say, the graduate of the best high schools today has culture and discipline of mind heretofore possessed by the college student at the end of his freshman year. This conclusion has been

reached after very careful study of the situation and conference with some of the ablest educators in the country.

The next important change is in granting of the degree of bachelor of arts at the end of three years, allowing the student in his third year to pursue as a part of his work a professional or specialized course. A few years ago a movement was started to provide a systematic and scientific teaching of professional studies. At that time courses in the professional schools extended over one or two years at most. These courses, added to the four-year college course, required the student to spend five or six years in preparation for a profession. The demands for better professional training made it necessary that the professional course should be enlarged and the work systematized. To lengthen the professional courses to three or four years without reducing the college course necessarily meant lengthening the student life to seven or eight years. From that time to this the controversy has been going on between the educators in specialized or professional work and the old institutions of learning in reference to the length of the college or general-culture course. It has been insisted that the requirements of the present age make it necessary that a man devote at least three years in special study to prepare himself for a profession or calling, and that this work should be systematic, scientific, and thorough. For this reason it is insisted that this work should be recognized and the courses which are for general culture and for which the bachelor of arts degree is given should be shortened, so as not to compel the student to spend so much of his life in preparatory work.

It will be observed that if the three-year general-culture course prevails and three years specialization is added we still have six years of preparation before a man enters upon his life work, and if, as proposed in this ordinance, the student is allowed to combine in the third year these two courses it reduces the period to five years. The same length of time will be required of every man preparing for professional work as was required under the old system, the only difference being that a less amount of this time will be given to general culture and more of it to specialized work. The present method of teaching in the professional and technical schools is disciplinary, and therefore I can not believe that there will be any less of the higher education, either as to the time spent or value of the work. It is giving

to the general-culture work its fair proportion of the student's time. It elevates the professional degrees and makes it possible to raise the standard of admission to the professional schools and to require two years of purely cultural work in addition to that done in the high schools. This plan need not materially reduce the hours of class-room work for the bachelor of arts degree. Under the four-year course in the universities and colleges fifteen hours a week, on an average, is the time devoted to class-room work. Under this system the time can be increased to twenty hours per week without requiring too much of the student, and thereby accomplish as much class-room work in three years as is required in four. Another very important fact that should be taken into consideration in passing upon this question is that it is admitted, and very much deplored, that the great body of students who graduate from our high schools pass directly to the professional and technical schools without taking any general-culture course because they can not afford so much time in preparation and they regard the specialized or professional studies as absolutely essential in obtaining any position in life. If by shortening the general-culture course we can turn this tide, or part of it, and secure a broader culture for these men before they enter the professional schools, we shall have accomplished very much for them and for the nation. With Harvard, Columbia, Brown, and other universities leading, we need not hesitate to change to the three-year course for the bachelor of arts degree.

The only remaining question, and the point upon which we should differ from the other institutions referred to, is that in the third year we propose to allow ten or twelve hours out of twenty required for the bachelor's degree to be taken in one of our professional schools. I call attention again to the fact that the work in the professional schools is now scientific, systematic work: I mean by that, teaching by the historical method and acquiring knowledge in a logical, systematic, and scientific way. I venture to say that the value of this training is as great for a student who has pursued two years of general-culture work as any he can select. In fact, universities that exclude professional courses for the bachelor's degree teach many of the professional subjects—constitutional law, international law, elementary law, and others—by academic professors; the only difference will be that we shall teach the subjects through the agency of the tech-

nical professor. In all the professional and technical schools the work of the academic professor is not credited to the student in his professional course, for the very good reason that it is not taught from the technical standpoint; it is simply and purely scientific, while in the best professional schools now the teaching is both scientific and technical, which, to my mind, is broader work. I say, therefore, that the work in the professional schools is a proper credit to be allowed in the third year. The balance of the time required must be spent by the student in university subjects to be elected, making up the full twenty hours per week for three years for the bachelor of arts degree. If this plan is adopted, the graduate of the high school will see that by devoting two years more to purely general-culture courses he can then enter upon his professional or specialized studies, and the time required of him in making a complete preparation for life work will be only five or six years, according to the profession chosen. He stands, therefore, where his grandfather stood, but with this advantage, that the general-culture course has been broadened very much by including the natural sciences; that his professional training has become systematic and thorough; that the work is intensified and he has little time upon his hands. Comparing the work in former years with the present plan, I believe the result will be to produce men of equally strong and well disciplined minds, and greatly to increase the number of educated men in all the professions.

I must not pass this point without calling your attention also to the fact that the two-year general-culture course proposed here is to be prescribed by the University Council. This does not mean that every student must take exactly the same studies. It does mean, however, that in selecting the subjects for general culture the determining question shall not be what profession or calling the student proposes to follow, but studies will be selected and courses prescribed that will result in broad culture and will lay the foundation for specialized work. In most of the universities today electives are allowed from the very beginning. This permits a student to choose his calling and devote much time to studies fitting him for it. For illustration, in some of the institutions a man may elect a course in agriculture in his first year, and receive as much credit for it as for work done in languages or mathematics. This subject is important

and it should be taught in the university, but it can hardly be claimed that it has the same disciplinary value as the other subjects referred to. Electives are allowed in most institutions for one-half of the entire four-year course. Brown University, however, in offering a degree at the end of three years has advanced its prescribed courses from twenty-eight (28) to thirty-four (34) hours out of sixty-three (63), recognizing the necessity in a shorter course of determining for the student in a greater degree what studies are disciplinary.

In the plan proposed in this ordinance the educational expert determines for the student the range of his studies for two-thirds of his course for the bachelor of arts degree. The plan holds him to disciplinary and cultural studies for the first two years, and in the third year opens wide the door to electives and a profession. I am sure that this feature of the plan has some value. If a student is to be trained he must have a "trainer" who knows more than he does about the course. If there are studies that are of peculiar value in disciplining and culturing the mind, they are better known to the educational expert than to the student. When the student has obtained the broad culture that these studies give, the door may be opened wide and he may be permitted to choose his professional career and enter upon the course of study that will fit him for it.

I need not stop to discuss the requirements for other degrees provided for in this ordinance. They do not vary materially from the requirements in the best institutions. I recommend, therefore, the adoption of this ordinance.

In concluding this report, permit me to urge the most careful consideration of all subjects involving the growth and development of this institution, and fearless action in adopting those plans which meet the requirement of the present age. Let us not hesitate to "step up to the line" of forward movement and do the things that will accomplish the greatest good for the present and coming generations of men. Let us lay large plans. We ought to build at the national capital a splendid university, one that will attract students from every part of this Union because of the excellence of its work and the special advantages furnished by the governmental workshops. There is no place that is in such direct and intimate connection and communication with every part of the United States, nor is there a place where an institution is more closely observed by the best repre-

sentatives of all nations. The opportunity to do a large work is before us. It calls for united, heroic effort and a willingness to sink every personal and minor consideration for the general good and uplift of the University.

CHARLES W. NEEDHAM.

ORDINANCE ADOPTED BY THE BOARD OF TRUSTEES.

Be it ordained by the Board of Trustees of The Columbian University:

ARTICLE I.—*Division of Work.*

The educational work of the University shall be divided into four groups, as follows:

SECTION 1. General culture courses. The subjects of study in these courses shall be prescribed or approved by the University Council, with a view to the needs of graduates of the best high schools.

SECTION 2. Specialized courses in university subjects. These courses are designed to give a knowledge of the evolution and science of each subject and to fit the student for literary, professional, scientific, and industrial pursuits.

SECTION 3. Original research. This division is designed to promote original research and direct the efforts of students who desire the assistance of a master.

SECTION 4. Professional schools. At present there shall be schools of law, jurisprudence and diplomacy, medicine, and dentistry. Technical schools may be established, but at present work done in designated schools of this class shall be recognized by the University and proper credit given therefor.

ARTICLE II.—*University Subjects.*

SECTION 1. For convenience of statement these subjects are grouped under six general heads:

(1) Philosophy; (2) Language, Linguistics, and Literature; (3) Mathematics, pure and applied; (4) Science, natural and physical; (5) History and Political Science; (6) Engineering and Architecture.

ARTICLE III.—*Admission.*

SECTION 1. Certificates of graduation from high schools designated by the University Council shall entitle the student to admission to the general culture courses without examination. Examinations based upon the foregoing requirement will be held under the supervision of the University Council to determine the fitness for admission of students who have attended private schools or otherwise prepared themselves for the University.

ARTICLE IV.—*Development of University Subjects.*

SECTION 1. Subjects shall be divided into three sections, as follows:

- (1.) The fundamental section, covering two years' work; this section to be assigned to students in the general culture courses.
- (2.) The advanced section, not exceeding three years; this section to be assigned to students specializing for literary, scientific, professional, or industrial pursuits.
- (3.) The original research section; this section to be assigned to students pursuing a subject for discovery and broader culture.

ARTICLE V.—*Conduct of Work.*

SECTION 1. Each subject shall be under the control of a head professor, who shall outline the entire work in such subject, with the approval of the University Council, and who shall have the general charge of and be responsible for the instruction in the subject in each section. There shall be associate professors, lecturers, instructors, and assistants in each subject, to whom shall be assigned sections or parts of sections of the subject, and, in addition, fellows may be appointed to assist in giving instruction in the first section of the subject. The head professor, as chairman, and his associate professors shall constitute a committee of the University Council upon the subject to which they are assigned.

ARTICLE VI.—*Courses of Study.*

SECTION 1. General culture courses for the first two years of study for candidates for the degrees of Bachelor of Arts and

Bachelor of Science shall be arranged by the University Council and printed each year in the bulletins of the University.

SECTION 2. The University Council shall determine the minimum hours of class-room work required in the three years for the bachelor's degree, which requirement shall be printed each year in the bulletins of the University in connection with the general culture courses. The scope of the general culture courses and the amount and standard of the work required in the three years shall be sufficiently high to make the degree equal in value to like degrees of other universities of the first rank in the United States.

SECTION 3. A student who has taken his bachelor's degree shall be entitled to credit for one year in his special or professional course, provided he has taken for a part of his third year for the bachelor's degree the first year's work in such special or professional course.

SECTION 4. The University Council shall also arrange courses of one year each to be the fourth year in university studies, leading to the degree of Master of Arts or Master of Science; and the University Council shall also arrange courses leading to degrees in engineering.

SECTION 5. The courses in the professional schools of the university shall remain as they are now prescribed by the Board of Trustees.

ARTICLE VII.—*Degrees.*

SECTION 1. The degree of Bachelor of Arts or of Bachelor of Science shall be conferred upon a student who has been regularly admitted and has satisfactorily performed the work and passed the examinations required in the general culture course of two years, and who has performed the work and passed the examinations in one year of specialized work approved by the University Council.

SECTION 2. The degree of Master of Arts or Master of Science shall be conferred upon a student who has performed the work and passed the examinations of the fourth year of university studies, as above provided.

SECTION 3. A degree in engineering shall be conferred upon a student who has performed the work and passed the examinations prescribed by the University Council for such degree.

SECTION 4. The degree of Doctor of Philosophy shall be conferred upon a student who, after the attainment of the master's degree, shall perform not less than two years' additional work in university subjects, to be prescribed or approved by the University Council, including the preparation of a satisfactory thesis upon a subject approved by the University Council, according to regulations prescribed by said council.

SECTION 5. The honorary degrees of Doctor of Divinity and Doctor of Laws shall be granted only for specific achievement in such fields as scholarship, discovery, or administration, and after the report by the University Council.

SECTION 6. Upon the approval of the University Council, students from other universities and colleges may have credit for work done in such universities or colleges in which they have passed successful examinations.

SECTION 7. In determining the right of a student to any degree the University Council shall consider the general character of the student and his conduct during his university course.

SECTION 8. No degree shall be conferred upon a student unless he has done at least one year of his work for such degree in residence at this University.

ARTICLE VIII.—*Organization of Educational Force.*

SECTION 1. The Schools of Law, Jurisprudence and Diplomacy, Medicine, and Dentistry shall continue their faculty organizations, and the dean of each faculty and such professors as shall be designated by the University Council shall be members of the University Council, and the deans shall also be members of the President's Council.

SECTION 2. The President's Council shall consist of the President, head professors of university subjects, and the deans. This Council shall be the executive body, and shall perform the duties herein conferred upon it and such as may be hereafter conferred upon it by the Board of Trustees, and may make recommendations to the Board of Trustees in reference to the educational work.

SECTION 3. The University Council shall consist of the President, professors, associate professors in the university subjects, deans, and the designated professors in the professional schools. This shall be the advisory council, and shall perform such duties as are devolved upon it by this statute and may be here-

after conferred upon it by the Board of Trustees, and may make recommendations in reference to the educational work to the President's Council and the Board of Trustees.

SECTION 4. The President's Council shall meet on the first Saturday after the first Monday in each month of the school year, and the University Council shall hold three regular meetings during the school year, on the Saturdays immediately preceding the stated meetings of the Board of Trustees. Special meetings of either council may be called by the President at any time for the consideration of special matters designated in the call. Notice of special meetings shall be given in writing to each member of the council called two days before the day on which the special meeting is to be held.

SECTION 5. The President shall preside at all meetings of each council unless unable to be present, in which event the professor present senior in years of service in the University shall preside.

SECTION 6. Each council shall elect a secretary and keep a record of its proceedings, which shall be open to inspection by each member of the council and each member of the Board of Trustees.

SECTION 7. Each council shall provide rules of procedure not inconsistent with the general statutes of the Board of Trustees.

SECTION 8. The professors and associate professors of each university subject and the dean and professors from each professional school shall be a sub-committee of the University Council upon such subjects or schools, and shall, when requested by the University Council, make specific report upon the method of teaching and the scope and divisions of the subjects for advice and action thereon by the University Council.

ARTICLE IX.—*Effect of this Statute.*

SECTION 1. The two councils herein provided for shall be organized and begin work immediately, and all other provisions in this statute shall be put into operation as rapidly as can be done without serious injury to the work now being conducted. The Executive Committee of the Board of Trustees, acting with the advice of the University Council, shall determine all questions arising under this section.